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ABSTRACT

This bibliography provides a comprehensive listing of the reference literature in early childhood (ages 2-9) psychology and education dealing with the affective domain. Categories such as achievement motivation; aggression; anger and frustration; character and moral development; creativity; games; and social behavior are included. One of the 27 sections lists general references in the field of education and child development and includes books, anthologies, and papers. (References and material relevant to the cognitive domain will appear in a separate report.) The bibliography was prepared for use by both the practitioner and the researcher and includes nontechnical treatments of subjects as well as major research articles. Articles published within the past ten years (1960-1969), and especially within the past five years (1965-1969), are emphasized. Four different types of articles are entered for each topic: theoretical treatments; specific research findings; teacher practices; and curricular material. A code identifies listings of particular use to persons involved in teaching or curriculum design, and listings which contain a review of the literature. Availability information is also given. (Author/NH)

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A Resourse and Reference Bibliography in Early Childhood Education and Developemental Psychology:

The Affective Domain[1]

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Resource and Research Bibliography in Early Childhood Education and Developmental Psychology: The Affective Domain

The reference literature in early childhood (ages 2-9) psychology and education can readily be classified into one of two broadly defined domains, the affective and the cognitive. The affective domain includes topics dealing with interpersonal, emotional, motivational or personality-trait orientations. References in the affective domain extend across both education and psychology and include such categories as achievement motivation; aggression, anger and frustration; character and moral development; creativity; games; and social behavior. It is this affective domain and the specific topics within it that we survey in this bibliography. The cognitive domain deals with such topics as intelligence, language, the mechanisms of the perceptual and thought process and the teaching and learning of reading, writing and mathematical skills. References and materials relevant to the cognitive domain are not included in this bibliography but are being included in a separately prepared report.

We should note at the outset this bibliography is intended to be comprehensive but not exhaustive of the literature on the affective domain. For one thing it is our hope that this bibliography will be a resource to the teacher who is interested in a specific topic as well as to the researcher who wishes to examine the specific findings on a given topic. To satisfy both the practitioner and researcher we have included major research articles on a topic with particular attention to review articles, and at the same time included some nontechnical treatments on that subject. Another basis for selective rather than total summary is the consideration that sheer bulk often makes a bibliography difficult to use. The reader is faced with a deluge of articles and little basis on which to select. We have exercised our selective judgment , omitted some topics, e.g., sex typing, child psychoses, and tried to provide representative articles of quality work. We should also note that we have emphasized articles published within the past ten years (1960-1969), and even more heavily articles published in the last five years (1965-1969). These articles generally contain references and summaries to older work and bring the reader to the findings and treatments receiving current major emphasis. Persons who wish to read further will find further references in the review articles and general references. Another basis for restriction was that the literature was particularly directed towards early childhood, i.e., the ages of 2-9. While we occasionally went below and above those ages where the treatment gave important perspective the vast majority of the articles are limited to the early child age range. A final and important consideration in using this bibliography is that we have attempted to include four different types of articles in each topic. These are theoretical treatments, specific research findings, teacher practices and curricular materials. For that reason we hope that the bibliography will be of use to teachers of young children, theorists, investigators, college teachers and educators involved in interrelating theory, research and practice.

To expedite the usefulness of this bibliography we have added some letter codes before the listing. Listings with the letter "e" in their left margin are particularly well suited for persons involved in teaching young children or in curriculum design. Listings with the symbol "r" in that same position contain a review of the literature on that particular topic. Some of the references refer to ERIC catalogue listing numbers. For those unfamiliar with ERIC we should note that ERIC is an acronym for "Educational Resources Information Center." This Center is an agency of the Bureau of Research of the Office of Education. ERIC publishes a "monthly abstract journal announcing recently completed research and research related reports and current research projects in the field of education." This publication can be found in many libraries or can be ordered directly from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 at a cost of $1.75 an issue or $21.00 a year. Copies of most reports abstracted in the monthly ERIC listing can be purchased from: ERIC Document Reproduction Service, National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014. The costs of all articles are noted with the reference. In such cases of reports, handbooks, private documents which have not received widespread distribution we have noted the address of the author or agency from which they may be obtained.

The main body of the bibliography is introduced by a Table of Contents which lists topic section heading and page information. The first section of the bibliography covers general references wide ranging or nonspecific in content. The remaining sections sequenced by topic headings in alphabetical order each contain items relevant to that specific topic. Three sample entries follow. In each instance the reference is presented in traditional form and then with descriptive labels replacing the original components.

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Author. Title of book or anthology. City of Publication, Publisher, Year of Publication.

(e = Of interest to teachers and curriculum design personnel.)

III. e Rochester City School District, Project Beacon. Ego development guide for primary grade teachers. Rochester, New York: RCSD, 1965 (ED 025-813).

Corporate author. Title of report. City of issuance: Issuing body, Year of Issuance (Eric Document Catalog Reference Number).

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Section 1:

GENERAL REFERENCES

Selections in this section of the bibliography are of two varieties: introductory or overview statements on the disciplines of early childhood education and development or general comments on broad issues and concerns in these fields. Included among these selections are general texts; anthologies of published materials, and books and papers on such broad topics as the socialization process, experimental programs, and educational programs in other countries. (For general references that fall totally within the affective domain the reader may refer to section 3: Affective Domain - General References.)

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ACHIEVEMENT MOTIVATION

This section contains references on the general area of achievement motivation. These references deal with definition and assessment; antecedent child rearing and experiential factors; and methods of fostering in the educational setting. (For references on related topics the reader may refer to section 8: Character and moral development; section 19: Parental and home influences; and section 23: Self-concept and self-esteem.)

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Section 5:

ALTRUISM, COMPETITION, COOPERATION AND SHARING

References dealing with the four interrelated topics of "altruism," "competition," "cooperation" and "sharing" are found in this section of the bibliography. Altruism signifies self-sacrificing generosity; competition refers to vying with others for some valued position, honor or possession; cooperation is indicated by working with others toward the accomplishment of a common goal; and sharing is revealed by temporarily or permanently giving away part but not all of one's possessions. (For relevant references on other topics the reader may refer to section 8: Character and Moral Development; section 25: Social Behavior; and section 27: Social Science Education - Developments Relevant to the Affective Domain.)

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Section 6:

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Section 7:

BOOKS, STORY TELLING, FILMS AND TELEVISION IN AFFECTIVE DEVELOPMENT AND EDUCATION

Young children can be influenced in their affective development by several kinds of specialized materials and procedures, four of which are considered in this section. This section contains several general references regarding children's books and more specific references dealing with the use and effects of books, story telling, films and television in early childhood affective education. Persons interested in the design of innovative affective curriculum programs may be particularly interested in this section. (Closely related topics are covered in section 15: Games, Game Behavior and Materials; and section 22: Role Play, Drama, Puppet Show and Group Discussions.)

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Section 8:

CHARACTER AND MORAL DEVELOPMENT

This section contains references dealing with such topics as: stages in the growth and elaboration of ethical beliefs, judgments and decision making processes; conscience superego, shame and guilt; patterns of self-criticism and self-reward; cheating and resistance to temptation; and religious education, character education and beliefs in early childhood education. (Closely related topics may be found in section 5: Altruism, competition, cooperation and sharing; section 9: Classroom Management, Teacher Given Guidance and Discipline; section 12: Differentiation and Identification of Healthful and Normal Patterns of Early Child Behavior, section 19: Parental and Home Influences on Affective Development; and section 27: Social Science Education - Developments Relevant to the Affective Domain.

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Section 9:

CLASSROOM MANAGEMENT AND THE PRACTICE OF TEACHER GIVEN GUIDANCE AND DISCIPLINE

In the traditional classroom, where cognitive concerns receive far greater attention than do affective objectives, classroom management and discipline comprise a large portion of the teacher's efforts. In classrooms where affective concerns are given greater emphasis management, guidance and discipline are different in style than in traditional settings and more integrated into the teaching program. Topics covered in this section includes: negativism and resistant behavior; effects of punishment, praise and reward; general approach to relating to children; and the design of open classrooms. (For references on related topics refer to section 4: Aggression, Anger and Frustration in the Young Child; and section 19: Parental and Home Influences in Affective Development and Education.)

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Section 10:

CREATIVITY

This section contains references on the general topic of creativity in young children. Among the references are papers on: definitions of creativity nurturing creativity; the creative proces; creative problem solving; creativity and intelligence; vehicles for teaching creativity including art, music, dance and rhythmic movement. (References on closely related topics may be found in section 14: Fantasy and REality in Young Children; and section 24: Social and solitary play.)

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Section 11:

CURIOSITY, DISCOVERY LEARNING, EXPLORATORY BEHAVIOR, INQUIRY SKILLS AND RELEVANT DEVELOPMENTS IN EARLY CHILDHOOD EDUCATION

The topics covered in this section are described by the section title. In general the section focuses on learning how to evoke, reward and focus student efforts to seek answers to self-originating questions. (References on closely related topics may be found in section 10: Creativity, and section 14: Fantasy and Reality in the Thinking of Young Children.)

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Section 12:

DIFFERENTIATION AND IDENTIFICATION OF HEALTHFUL AND NORMAL PATTERNS OF EARLY CHILD BEHAVIOR

The references in this section can be used by educators and psychologists as guides for identifying healthful and normal childhood behaviors. They might be useful to curriculum specialists for formulating program goals. While the terms healthful and normal are not exact there is an increasing literature on conceptions of psychological health and the environments that foster such health. The references chosen for inclusion here are concerned with the healthful side of personality development and with the means of differntiating healthful from abnormal development. (The negative side of personality development is represented by the references in section 13: Early Prevention and Treatment of Neurotic and Anti-Social Behavior. Other relevant sections are section 8: Character and Moral Development; section 13: Early Prevention and Treatment of Neurotic and Anti-Social_Behavior; and section 25: Social Behavior.)

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Section 13:

EARLY PREVENTION AND TREATMENT OF NEUROTIC AND ANTISOCIAL BEHAVIOR

This section contains references dealing with the prevention and treatment of unhealthful personality development and behavior patterns. Among the topics covered in this section are: child psychiatry, play therapy, existential child psychotherapy, behavioral psychotherapy, and school treatment programs. This section does not contain references on severe disturbances, e.g., psychoses and serious delinquent actions. (For references on closely related topics see section 9: Classroom Management, teacher given guidance and discipline; section 12: Differentiation and Identification of Healthful and Normal Patterns of Early Child Behavior; and section 19: Parental and Home Influences on Affective Development and Education.)

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Section 14:

FANTASY AND REALITY IN YOUNG CHILDREN

This section of the bibliography contains references on several topics dealing with the reality level of children's thinking, how such thinking is reflected in their behavior and school products, and how it may be utilized to improve children's performance. Among the topics are: imaginary companions, fantasy play, stories children compose, wishes of children, and animistic thinking. (For references on closely related topics see section 7: Books, Story telling, films and television in Affective Development and Education; section 22: Role Play, Stage Drama, Puppet Shows and Group Discussions in Affective Development and Education, and section 24: Social and Solitary Play.)

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Section 15:

GAMES, GAME BEHAVIOR AND MATERIALS

Informal and formal games generally play an important role in the affective development of young children. Children can learn by participation and/or observation of games utilizing both direct and vicarious experiences. The games themselves can be traditional informal games that have been learned from older children or they may be simulation games that have been specifically designed to provide specific interpersonal, social, intellectual or political experiences. This section contains general references on games and more specific references on how games may be employed in the educational process. Persons interested in designing innovative curricula in affective education may be particularly interested in the references in this section. (For references on related topics see section 7: Books, Story telling, films and television in Affective Development and Education, section 22: Role Play, Stage Drama, Puppet Shows and Group Discussion in Affective Development and Education; and section 24: Social and Solitary Play.)

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Section 16:

INTERPERSONAL PERCEPTION

This Section contains references dealing with attitudes and judgments in early childhood social relationships. Among the specific topics are: awareness of emotions in others, liking and sociometric status, and attitudes toward racial differences. (Other relevant sections include section 8: Character and Moral Development; section 22: Role Play, Stage Drama, Puppet Shows and Group Discussions; section 25: Social Behavior; section 26: Social Background and Personality Characteristics of Minority and Culturally Disadvantaged Children; and section 27: Social science education--developments relevant to the Affective Education.)

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Section 17:

LONGITUDINAL STUDIES: GENERAL REFERENCES RELEVANT TO THE AFFECTIVE DOMAIN

The references in this section deal with longitidunal studies of broader personality characteristics relevant to the affective domain. The characteristics considered in this section sut across several of the more traditional personality traits, e.g., aggression, achievement motivation, self-esteem. Studies concerned with more specific personality characteristics are indicated by margin notations--the number in parentheses refers to the section number of this bibliography to which the article is relevant. Thus, for example, the number 2 to the left of the entry signifies that the article is relevant to "Achievement Motivation"; the number 23 signifies relavance to "Self concept and Self-esteem." Other numbers refer to 4: Aggression, anger and frustration; 12: Differentiation and Identification of Healthful and Normal Child Behavior; 20: Personality--general references; 21: Personlaity Preferences on miscellaneous specific traits.

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MISCELLANEOUS EMOTIONAL STATES AND RESPONSES IN THE YOUNG CHILD

General references to emotion and affect are included in this section. Also included are relevant references on such specific topics as: smiling, laughter, affection, and love; fear; crying; depression; jealousy; insecurity; and the child's concept of death. (For references on closely related topics see section 4: Aggression, Anger, and Frustration in the Young Child; section 12: The Differentiation and Identification of Healthful and Normal Patterns of Behavior and Emotional Response; section 16: Interpersonal Perception, and section 25: Social Behavior.)

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Section 19:

PARENT AND HOME INFLUENCES IN AFFECTIVE DEVELOPMENT AND EDUCATION

The school, the playgroup, parent and home complement and interact with one another in influencing the affective development of the normal young child. This section of the bibliography contains a sampling of references on each of several parent- and home-related topics. These topics include: parent-child relations; childrearing and education for childrearing; parent participation in schools; parent education by school personnel in the home setting; and the effects of separation from parents on child development. (For references on closely related topics the bibliography see section 4: Aggression, Anger, and Frustration in the Young Child; and section 9: Classroom Management and the Practice of Teacher-Given Guidance and Discipline.)

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Section 20:

PERSONALITY: GENERAL REFERENCES

The references contained in this section of the bibliography cover non-specific, broadly-conceived issues relevant to the general topic of personality. Among the topics covered are: motivation; values, personality development; and cross-cultural studies. (For references on closely related topics see the sections covering various specific personality topics, e.g., Achievement Motivation, Self-Concept and Self-Esteem.)

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Section 21:

PERSONALITY: REFERENCES ON MISCELLANEOUS SPECIFIC TRAITS

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Section 22:

ROLE PLAY, STAGE DRAMA, PUPPET SHOWS AND GROUP DISCUSSIONS IN AFFECTIVE DEVELOPMENT AND EDUCATION

Young children can be influenced in their affective development by public participation and observation of social experiences. Among such experiences are role play, puppet shows, and group discussions. Role play and stage drama are closely related approaches, with the latter often affording a greater emphasis to acting and staging methodology. This section contains some general references regarding role play and stage drama and several specific references on how these procedures may be utilized in the classroom for educational purposes. Persons interested in the design of innovative curriculum programs may be particularly interested in the ideas and procedures considered in this section. (For references on closely related topics see: section 7: Books, Story Telling, Films, and Television in Affective Development and Education, section 15: Games, Game Behavior and Materials; section 16: Interpersonal Perception; and section 24: Social and Solitary Play.)

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Section 23:

SELF-CONCEPT AND SELF-ESTEEM

This section contains references dealing with the child's attitude toward and judgment of himself. Specific topics include: the development of self-recognition, attitudes toward first names, the relationship between self-concept and various skills, including academic performance; and assessment procedures. (For references on closely related topics see section 2: Achievement Motivation; section 8: Character and Moral Development; section 16: Interpersonal Perception; section 18: Miscellaneous Emotional States and Responses in the Young Child; and section 26: Social Background and Personality Characteristics of Minority and Disadvantaged Children.)

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Section 24:

SOCIAL AND SOLITARY PLAY

This section deals with references on childhood play as a general phenomenon. Specific topics include: Theories on the functions of play, observing and recording play behavior; learning via play; toys, block play and play equipment, handbooks of play activities and patterns of spontaneous play. (For references on structured or quasi-structured win-lose play activities see section 15: Games, Game Behavior, and Affective Development and Education. For references on other closely related topics see section 5: Altruism, Competition, Cooperation, and Sharing; section 13: Early prevention and treatment of Neurotic and Anti-social Behavior [especially items concerning "play therapy"]; section 22: Role Play, Stage Drama, Puppet Shows, and Group Discussion in Affective Development and Education; and section 25: Social Behavior.)

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Section 25:

SOCIAL BEHAVIOR

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Section 26:

SOCIAL BACKGROUND AND PERSONALITY CHARACTERISTICS OF MINORITY AND CULTURALLY DISADVANTAGED CHILDREN

This section includes references dealing with several interrelated aspects of racial, ethnic and poverty factors in early childhood development and education. Among these are: the controversy concerning the bases for a effects of educational intervention programs; studies on the effects of racial integration of young children; the effects of racial discrimination on young children; the development of racial or ethnic identity; studies which focus on the performance and personality traits of children from minority and disadvantaged groups; and the social climate and value systems of minority and disadvantaged subcultures. (For references on closely related topics the reader is referred to section 16: Interpersonal perception; section 23: self-concept and self-esteem; and section 27: social science education--developments relevant to the affective domain).

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Section 27:

SOCIAL SCIENCE EDUCATION: DEVELOPMENTS RELEVANT TO THE AFFECTIVE DOMAIN

This section includes references describing programs in intergroup relations (the breaking down of group-related prejudices and hostilities) and also references on innovative social science programs designed to foster positive social values and attitudes. (For references on closely related topics the reader is referred to section5: Altruism, Competition, Cooperation, and Sharing, section 8: Character and Moral Development; section 16: Interpersonal Perception; and section 26: Social Background and Personality Characteristics of Minority and Culturally Disadvantaged Children.)

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